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ABSTRACT

This publication summarizes results of a survey designed to measure the attitudes of elementary school students, parents, teachers, and support staff toward the objectives and performance of the Lansing (Michigan) public schools. The survey was designed to measure the impact on public attitudes of a multischool "cluster" integration plan involving 13 elementary schools. Data were gathered from interviews with parents and from survey questionnaires completed by staff members and students from 13 "cluster" schools, 28 schools whose indigenous population is integrated, and 6 schools with a disproportionate percentage of either minority or nonminority students. The study involved a total of 4,102 respondents, including 1,772 students, 1,249 parents, 540 teachers, and 541 support personnel. (JG)

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ATTITUDES TOWARD THE CLUSTER PLAN

IN THE

LANSING, MICHIGAN, PUBLIC SCHOOLS

An Opinion Survey of Elementary School Parents,

Students, Teachers, and Support Staff

Submitted by:
John D. Marrs
Director of Information Services

EA 008 123

ATTITUDES TOWARD THE CLUSTER PLAN

IN THE

LANSING, MICHIGAN PUBLIC SCHOOLS

An Overview of the Survey Findings

Overall Performance of the Schools

Nearly two-thirds of the elementary school parents interviewed in the survey rate the Lansing public schools as "good", or "excellent". There were no significant differences in that feeling among any parent group -- present and former "cluster" parents, or those in the non-cluster school areas. Only about 6% gave the schools a "poor" rating while about one-fourth felt the schools were doing a "fair" job.

Lansing elementary teachers rated the schools slightly higher. Nearly three-fourths of those teachers rated the job being done by the schools as good or excellent. The highest ratings were given by "cluster" teachers -- 62% rated the schools as "good", 17% as "excellent" and only 2% "poor".

School support staff members concurred with parents' ratings -- about two-thirds of these elementary non-teaching employees gave good or excellent ratings to the schools.

Praise and Criticism of the Schools

The typical parent and school employee both praises and criticizes the schools. Parents, teachers and support staff alike, however, offer more praise than criticism.

Parents praised the system in general and singled out "good teachers and good teaching" and the curriculum. Teachers generally agreed - praising certain policies and programs of the school district, other teachers and their teaching methods, and the educational program offered students. The same elements were

praised most by all groups of school support staff members. Again, among all four groups of parents interviewed, there were no significant differences among their opinions when they were asked, "In what ways are your Lansing schools particularly good?" Ratings given teachers and the school curriculum were nearly the same as reported by citizens in the 1973 Lansing survey.

The only significant differences among school employees in areas of praise appeared in the opinions of teachers in the non-integrated schools. "Cluster" teachers and those in the other integrated schools praised their fellow teachers and teaching methods significantly greater than did teachers in the non-integrated schools.

When respondents were asked, "Is there anything you don't especially like about the Lansing schools?", significant differences of opinion were evident. One-third (37%) of the "cluster" parents criticized busing, significantly more than did non-cluster parents.

About 16% of all parents interviewed also criticized discipline. Other aspects of which some parents were criticized were "some teachers" and some aspects of the curriculum. About one-fourth of the parents, however, said there wasn't anything about the school that they didn't like. Nearly one-third of the parents in the non-integrated schools reported this, significantly more than the 19% of "cluster" parents.

Parent criticism of teachers and staff members was significantly less than that found in 1973 citizen opinion survey. The same is true of concerns about the school curriculum.

Teacher and support staff criticism focused chiefly on certain school district personnel policies, some curriculum deficiencies, and to some extent, some of the district's educational policies.

Rating of the Elementary School Performance of Goal Priorities

In a 1973 opinion survey of Lansing citizens, respondents were asked to rate the importance of educational goal priorities in the elementary schools. This same list of goal priorities was used in the current survey project but respondents were asked to tell how good a job the elementary schools are doing in each area. Parents, teachers, and support staff were all asked to make that evaluation.

The goal areas included teaching students:

* health and physical education
* how to compete with others
* the skills of speaking and listening
* respect law and authority
* the skills of reading, writing, and arithmetic
* how to solve problems, and think for themselves
* in a way that builds their self-confidence
* about the world of today and yesterday (history, geography, civics)
* about vocations, career opportunities
* how to get along with others
* about the fine arts (music, art, dramatics, etc.)

The great majority of parents, about 80%, rated the job being done in every one of those areas as good or excellent, with the exception of teaching vocations, career opportunities. Nearly one-third of them had no knowledge of how that was being done in the elementary schools.

The highest rating given by all groups of parents was in the teaching of reading, writing and arithmetic where nearly half rated the job being done as "excellent".

The median "poor" rating given all of the goal areas 6%, the same percentage as was given by parents to the overall performance of the school system. There were no significant differences in ratings among "cluster" parents, former cluster parents, or those in the non-cluster school areas.

Teachers did not give those high ratings, neither did school support staff members. The majority of teachers rated each of those goal areas as "fair" or "good", with some exceptions.

They agreed with parents on the rating given the teaching of the 3 R's - nearly three-fourths of the teachers rated that effort as "good" or "excellent." The majority of teachers, especially in the "cluster" schools, gave high ratings to the manner in which students are taught to help build self-confidence.

Nearly half of the teachers gave a "poor" rating to the teaching of fine arts, significantly more so than parents whose dissatisfaction was quite minimal. Over one-third of the teaching staff in all school areas gave "poor" ratings to teaching students health and physical education, again, significantly higher a percentage than that of parents. Twenty percent (20%) of the teachers

rated as "poor" the schools' teaching students to respect law and authority. This feeling was significantly lower among parents' ratings. Nearly one-third of the teachers in the non-integrated schools gave such low ratings, more than those given in any other school sampling group.

School support staff members gave ratings that straddled those given by parents and teachers. The majority of support staff in all three survey sampling areas gave "good" or "excellent" ratings to seven of the goal areas, with the highest ratings given to the teaching of reading, writing and arithmetic. But nearly one-fourth of them gave "poor" ratings to the job being done to teach students respect for law and authority, while 20% rated as "poor" the teaching of the fine arts.

Satisfaction With the Job Being Done by the Schools

Parents, teachers and school support staff members were all asked to rate their satisfaction with several aspects of the operation of the elementary schools which their children attend or in which they teach. Each survey adult respondent was given basically the same list of aspects to be rated.

The great majority of parents -- well over three-fourths in each of the survey sampling groups - said they were satisfied with nearly all aspects of the operation of the elementary school. There were few significant differences among the three "cluster" but minimal differences appeared in the satisfaction expressed by all "cluster" parents, former cluster parents, or those in the non-cluster school areas.

In fact, the majority of parents reported they were very satisfied with:

* the quality of teaching
* the curriculum
* school building condition and appearance
* availability of teaching materials
* communication of the school to the home
* how the school encourages communication from the home
* the attention given a child who becomes ill in school

Dissatisfaction was minimal and focused chiefly on the behavior of students, and, to some extent, school discipline policies and class size. "Cluster" parents indicated some dissatisfaction with the operation of the school lunch program and the operation of the bus transportation program.

Teacher satisfaction with those same elements in the school in which they work was significantly lower than that indicated by parents. The majority of teachers are generally satisfied with the school curriculum, availability of teaching materials, school building condition and appearance , the assistance of paid aides in the school, the attention given a child who becomes ill, and with the administration of the school. Overall, teachers are also satisfied with the relationships of students with other students of different races and a slim majority are satisfied with the school discipline policies.

But there is marked dissatisfaction in the eyes of teachers, more evident in some of the survey sampling areas than in others, of other aspects of the school operation. Better than one-third of the teachers are dissatisfied with class size and with the support and services from central school district administration. Behavior of students and school discipline policies are also of concern to teachers, to a greater extent than noted by parents.

"Cluster" teachers indicated significantly less dissatisfaction with the behavior of students and school discipline policies than did teachers in the other two non-cluster school survey areas. In the non-cluster schools about half of the teachers are dissatisfied with both discipline and student behavior.

In the non-integrated schools, nearly half of the teachers (46%) said they were dissatisfied with school discipline. They were also more critical of school administration,of a lack of teaching materials, and of the relationships of students with students of other races than were teachers in the "cluster" or integrated schools. Teachers in the non-cluster areas were also more dissatisfied than were "cluster" teachers with the assistance of paid aides in school and/or the participation of volunteers.

The majority of support staff members in the three survey sampling areas gave relatively well-satisfied opinions about the quality of teaching (three-fourths of them endorsed this), the school curriculum, school building condition and appearance, class size, availability of supplies necessary for their work, and attention given a child who becomes ill.

"Cluster" support staff members agreed with teachers in their schools and expressed some dissatisfaction with the lunch program and with the school bus transportation program. The greatest dissatisfaction they voiced, however, was that of concern to teachers, and, to some extent, to parents -- behavior of students. Nearly one-half of them, particularly in the "cluster" schools, expressed dissatisfaction about this aspect of the schools. They were somewhat less dissatisfied with discipline policies than were teachers and indicated much less concern than did teachers about services from central district administrations.

The matter of student behavior was included in the students' questionnaire. Current 4th and 6th graders in the three survey sampling areas, and 7th graders who were in the "cluster" program last year, generally felt that most of the students behave alright in the classroom. Three-fourths of the former "cluster" students sampled said this, but in the non-integrated schools, students were about evenly divided in opinion on this question.

Of those youngsters who ride a school bus daily to school, the great majority said students don't behave themselves on the buses. And those who eat lunch in the schools also reported that most students don't behave during the lunch hour.

The great majority of students in all four student sampling areas say their school has reasonable rules about student behavior. But nearly two-thirds of them, except those in the "integrated" schools, report that everybody is not treated the same when they misbehave in school. Only a slight majority of students (53%) report that opinion in the "integrated" schools.

Attitudes Toward the Cluster Plan

The only adult respondents polled in the survey -- including parents, teachers' and support staff, that favored the "Cluster Plan" when they first heard of it, were the Cluster teacher. They are also the only ones who favor it now.

The majority of "cluster" parents and those in the non-cluster areas opposed it when they first heard of it, so did former cluster parents.

Non-cluster teachers had a tendency to be neutral or have no opinion on the plan as it did not affect them,but "cluster" school and "integrated" school support staff members were opposed to the plan when they first learned of it.

A comparison of all adult respondent opinions when they first heard of the plan is as follows:

	All Non-Int. Sch. Par.		All Int. Sch.Par.		All Clu. Par.		All Frmr. Clu.Par.	
Strongly favored the plan	7%	15%	7%	16%	9%	21%	8%	16%
Somewhat favored the plan	8		9		12		8	
Neither favored nor opposed	12		13		15		13	
Somewhat opposed the plan	11	49%	16	55%	14	59%	23	71%
Strongly opposed the plan	38		39		45		48	
No opinion	24		16		5		1	

	All Non-Int. Sch. Tchrs.		All Int. Sch.Tchrs.		All Clu. Tchrs.	
Strongly favored the plan	13%	37%	11%	26%	27%	54%
Somewhat favored the plan	24		15		27	
Neither favored nor opposed	25		25		19	
Somewhat opposed the plan	13	35%	20	36%	14	21%
Strongly opposed the plan	22		16		7	
No opinion	13		13		6	

	All Non-Int. Supp. Stf.		All Int. Sch.S.Stf.		All Clu. Sup.Stf.	
Strongly favored the plan	4%	9%	4%	15%	7%	17%
Somewhat favored the plan	5		11		10	
Neither favored nor opposed	25		17		27	
Somewhat opposed the plan	12	42%	25	52%	13	44%
Strongly opposed the plan	30		27		31	
No opinion	23		16		13	

Now, still only the "cluster" school teachers favor the plan. Support for the plan has significantly increased among former "cluster" parents and among present "cluster" parents. Other parents, teachers and support staff show a greater tendency to be neither in favor or opposed to the plan or to have no opinion about it.

Opinions toward the Cluster Plan now are shown as follows:

	All Non-Int. Sch. Par.		All Int. Sch.Par.		All Clu. Par.		All Frmr. Clu. Par.	
Strongly favor the plan	8%	20%	9%	21%	14%	32%	14%	37%
Somewhat favor the plan	12		12		18		23	
Neither favor nor oppose	10		11		14		11	
Somewhat oppose the plan	10	46%	15	51%	15	51%	18	52%
Strongly oppose the plan	36		36		36		34	
No opinion	24		17		3		1	

	All Non-Int. Sch. Tchrs.		All Int. Sch.Tchrs.		All Clu. Tchrs.	
Strongly favor the plan	18%	32%	9%	25%	32%	55%
Somewhat favor the plan	14		16		23	
Neither favor nor oppose	14		16		13	
Somewhat oppose the plan	23	41%	24	44%	14	27%
Strongly oppose the plan	18		20		13	
No opinion	14		16		4	

	All Non-Int. Supp. Stf.		All Int. Sch.S.Stf.		All Clu. Sup.Stf.	
Strongly favor the plan	8%	18%	5%	21%	12%	35%
Somewhat favor the plan	10		16		23	
Neither favor nor oppose	19		15		16	
Somewhat oppose the plan	10	40%	20	45%	13	38%
Strongly oppose the plan	30		25		25	
No opinion	23		19		11	

Teachers and support staff survey respondents were asked to suggest any benefits and/or drawbacks of the Cluster Plan.

The major benefit of the plan, in the opinions of both teachers and non-teachers, is that "it helps children get along better with children of other races." "Cluster" teachers state this even more emphatically than do non-cluster teachers.

The major drawback of the Cluster Plan, according to teachers and support staff members, is that it takes children away from their neighborhood schools, through busing.

The great majority of parents, nearly three-fourths of every group interviewed, say they prefer that their children attend an integrated rather than a segregated school. Many of these respondents pointed out that they would prefer their child was not bused out of the neighborhood to achieve this.

Nearly half of the present "cluster" parents (47%) and a majority (53%) of the former "cluster"parents feel the plan, as an integration effort, has worked in their child's school. About one-fourth of the present "cluster" parents feel it has not made any difference while 21% of the former cluster parents think the plan has been harmful. Non-cluster parents, in response to the same question, who offered an opinion on the effectiveness of the Cluster Plan toward integration also indicated a feeling the plan was working o.k. Most of those parents, however, offered no opinion on that question as their children do not attend "cluster" schools.

While about one-fourth of the present and former "cluster" parents felt the plan has or has had a negative effect on their children, the majority of present "cluster" parents and nearly half of the former parents feel the plan has had no effect on their youngster. About 20% of both groups of parents also said it has brought about a better awareness of and relationship with children of other races.

More than one-third of the present "cluster" parents and over 40% of the former cluster parents feel the schools have done a good if not excellent job in recent years of providing students with a better education. This feeling is significantly higher than reported by parents in the non-cluster school areas, particularly in the non-integrated schools. Nearly one-fourth of all four groups of parents rate the schools as doing a "poor" job in recent years of providing students with a better education.

Student Attitudes Toward School

The vast majority of students polled in the survey say that "school is o.k." or they like it very much. The majority of students who have attended another school other than the one in which they are now enrolled feel the same way about the school they now attend.

One-half of the students in non-integrated schools and 43% of cluster students say they don't like their present school as well as the one which they formerly attended. This feeling is higher among 4th graders than it is 6th graders.

The students were asked how their parents like their present school. The majority in all four of the student groups in the survey say their parents either think it is o.k. or that they like it very much. Better than one-fourth of the "cluster" and non-integrated students, who had attended other schools, report their parents don't like their present school as well as their former one.

All youngsters in all survey groups agreed that when they first came to their present school their teacher and the kids in their room helped them the most in getting used to the school and getting acquainted.

Students are like parents when you ask them for praise and criticism about their schools. But students offered significantly more praise than criticism, more so than did parents interviewed in the survey.

What do the kids like best about school? The other children in their room, their teacher and what they are learning, as reported by students in all four survey groups. Nearly three-fourths of the elementary school students singled out the kids in their room and, in all but the non-integrated schools, their teacher. But in those schools nearly 60% named their teacher.

The dislikes were of smaller percentages about one-fourth of the students cited "someone else who works in the school".

When students are in school with other students, nearly half of them in all of the four survey groups say most of the time they usually feel "real good" about themselves. Better than one-third more students say they sometimes feel real good about themselves; a very few (about 8%) say they usually don't feel very good about themselves.

The majority of youngsters say they "get along with the rest of the kids in their class - about the same as most kids do" -- nearly another 20% feel they get along better than most students do. About 15% indicate they don't get along as well as most kids do.

And the great majority of students have as many friends in their room, if not more, as most other students do. Again, about 15% feel they do not have as many friends as most students do. Nearly one-fourth of the students surveyed in non-integrated schools report this.

When asked, "How do you feel about going to school with kids of another color?", the great majority of students in all four survey groups say they feel about the same as they used to, or more comfortable than they used to. One-fourth of the "cluster" students, however, and 20% of those in non-integrated schools say they are not as comfortable as they used to be.

The vast majority of parents say their child has one or more friends of another race at school. They think the make-up of the student population in their child's school has helped students get to know better those of a different race. Over three-fourths of the parents interviewed in the survey say their child feels good about going to school with children of another race or ethnic group.

The majority of school support staff and teachers, especially those in the "cluster" schools, think the make-up of the student population in the schools has helped students get to know those of different races better. However, one-third of the teachers in non-integrated schools say the make-up of the student population in their school has not helped in that regard.

Academic Standards and Student Achievement

About one-fourth of the parents polled think academic standards in the elementary schools are higher than they were two years ago; another 40% feel they are about the same as they were two years ago. Teachers and support staff generally agree. Very few parents feel such standards are lower than two years ago and support staff agrees. A slightly greater percentage of teachers (about 14%) feels standards are lower.

The same percentage of teachers (14%) think students now are not achieving as well as they did two years ago. Most teachers, and parents, however, think students are achieving as well if not better than two years ago. About one-third of the teachers say students are doing better. In non-integrated schools, only 21% of teachers report higher student achievement.

Very few parents(about 7%) said their student's achievement was lower than two years ago. Over one-third of them felt that achievement was higher than two years ago; another third said it was about the same.

Over 80% of the students think they are doing as well in school this year as they did last year. That percentage is lower among students' opinions in non-integrated schools where one-third of them say they are not doing as well as last year.

While two-thirds of the youngsters think they are doing as well in their school work as they think they could, about one-third are candid enough to say they are not. And the majority of students think they are doing as well in school work as the other students in their class. Nearly one-fourth feel they are doing better than most while about 15% think they are not doing as well as others.

Nearly all of the students in all four survey sampling groups report what they are learning in school is important to them for when they grow up. What they are learning this year, say the great majority, is more interesting than last year. And three-fourths of them say they like most of the subjects they are taking.

Students like math best, followed by reading, writing and English. Math is also reported as the hardest subject for most students, and the easiest subject named by the most students is reading and writing.

The great majority of youngsters, well over three-fourths of them, think they are getting enough individual attention and help this year. And the majority feel most students in their room are getting all of the attention and help that they need. However, nearly half (48%) of the youngsters in the non-integrated schools say all of the students in their class are not getting enough help.

Very few parents feel their children are not getting enough individual attention now. Nearly one-third feel they get as much attention as they did two years ago while more than one-fourth feel the child gets more individual attention than he/she did two years ago.

More teachers (57%) feel the children they teach are now getting more of such attention. "Cluster" teachers show a significantly higher opinion in this regard than do teachers in the non-cluster schools.

The majority of teachers (53%) think they are now able to do a better job of individualizing instruction for students. Very few (8%) say they are doing not as good a job in this regard as two years ago.

To do a better job, teachers say, they need additional teacher aides and other staff help (this was suggested by nearly one-half of the teachers in the "integrated" school areas) and smaller classes.

One thing that all teachers felt very strongly about: their in-service training could be made more effective. More than two-thirds expressed this feeling. The primary suggestion to accomplish that end would be to "improve the content of in-service training -- make it more relevant". The latter suggestion was expressed significantly more by "cluster" teachers than by those in the other school areas.

How to Increase a Child's Interest in School

In the 1973 survey, citizens were asked a Gallup Poll question: "What can be done by the school to increase your child's interest in school?"

At that time, only 8% said: "Schools do enough now." In this survey, nearly 40% of the elementary parents indicated "the schools are doing a good job now." About 16% suggested curriculum improvements, compared to 27% two years ago. Improving communication tetween the school and the home was suggested by 11% of respondents in the 1973 survey; only 2% of the parents in each of the four sampling groups made that suggestion.

One suggestion given by some respondents in this survey (about 10%) was to offer more in-school and after-school activities. On that subject, the majority of "cluster" teachers (54%) said students were participating this year in more of such activities than they did last year. Better than one-third of the non-cluster teachers said the same thing. Only 8% of the teachers and 9% of the support staff said students were participating less this year in after-school activities than they did last year.

School-Home Communication

When parents rated the communication of the elementary schools to the home, and the encouragement of that communication from parents to the school, the majority indicated they were very satisfied.

When they were asked how well informed they felt they were about the school their child attends, nearly three-fourths of them said they were very well informed. Only about 12% of the parents polled indicated they were not too well informed.

Teachers and school support staff also indicated they, too, were fairly well informed about what was going on in the Lansing Public Schools.

Parents rely on, and in this order, school employees, school building publications, their students, the PTA and other people as their primary means of learning about schools. These sources, they said, are the ones they use to judge the quality of the schools.

The vast majority of parents (86%) say this year they have talked to their youngster's teachers in school and this is fairly well confirmed by the responses of students on this subject.

They were asked if they had attended a meeting this school year to learn what they could do at home to help the child in school. About one-third have attended such a meeting but two-thirds say they have not.

The majority of parents in each of the four survey areas say they participate as much if not more this year in school activities as they did last year. Less than one-third (32%) say they participated less. Teachers and school support staff members generally reported the same opinions.

In the final question asked of all parents interviewed, interviewers asked, "What do you expect a school to do for your children?" Nearly three-fourths of each group of parents said: "To teach children -- give them a sound program." This is what 80% of black parents replied when they were asked that same question in another 1973 Lansing school opinion survey.

More than one-fourth (27%) of these elementary parents also said schools should provide children with social adjustment skills while about 20% also underlined the importance of teaching fundamentals --"the 3 R's."

Methodology of the Study

At the time of its adoption by the Lansing, Michigan, Board of Education, the elementary school desegregation plan set forth several objectives. Among them was the purpose of achieving growth in the affective domain. Stated in more mundane terms, it was the hope of the Board that:

1. Both students and parents would find that the schools involved in the desegregation - or cluster - plan performed well in implementing program;

2. Teachers involved in the plan found satisfaction in their work and in the performance of their pupils;

3. The commonly accepted educational goal priorities were achieved;

4. General attitudes toward the cluster plan became more positive;

5. Student attitudes toward school and toward their ability to achieve would improve;

6. Student's ability to get along with one another would be enhanced; and,

7. There would be improvement in school-home, home-school communication.

The methodology for measuring the degree of success achieved in each of these areas required administration of survey instruments to three primary groups: pupils, their parents, and staff.

At the time of the Cluster Plan's inception, Lansing elementary schools fell into three categories:

1. The 13 buildings involved in the three clusters;

2. The 28 schools in the district whose indigenous population caused them to be integrated; and,

3. Those six elementary schools whose population either exceeded 45 percent minority enrollment or whose majority population exceeded 90 percent.

These three types of schools created three basic populations to be considered in the attitudinal survey: cluster schools, integrated schools, and non-integrated schools. Within each of these school/type populations were four sub-groups to be surveyed: students (fourth and sixth grades were chosen), their parents, teachers, and support staff. Because some pupils who had been in the Cluster program at its beginning were in junior high school when the survey was conducted in April and May, 1975, a sample of seventh grade pupils and parents was also included. In all, 14 sub-populations were interviewed.

Students were administered a questionnaire in group settings by representatives of the Hubbell firm. All 997 fourth and sixth grade pupils in cluster schools responded to the survey and random samples of students in the other two classifications of schools were interviewed. Teacher and support staff personnel completed written questionnaires. Parent respondents were randomly selected and data gathered from them by personal interview. No person involved as an interviewer resided in the Lansing School District or had any family or personal involvement in the Cluster plan. All interviewers were selected and trained by the Hubbell firm.

The entire study involved 4,102 respondents including 1,772 pupils, 1,249 parents, 540 teachers, and 541 support personnel.

To insure that attitudes would be expressed by respondents toward pre-established objectives and that concerns of parents and teachers expressed prior to and during implementation of the plan, the Hubbell firm conducted extensive interviews with parents and staff during its development of the various survey instruments.

Lansing Public Schools

CLUSTER EVALUATION SURVEY PROJECT

Methodology

Population Area	(Group Questionnaire) Students (4th, 6th)	(Written Questionnaire) Teaching Staff	Support Staff	(Pers. Interview) Parent/ Guardians
CLUSTER (13)	all 997	all 222	all 284	sample 335
INTEGRATED (28)	sample 338	sample 226	sample 182	sample 363
OTHER (6)	sample 220	sample 92	sample 75	sample 334
FORMER CLUSTER (Now 7th grade)	sample 217	-	-	sample 217
IN TOTAL DISTRICT	1,772	540	540	1,249

S = 4,102

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